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ABSTRACT

To evaluate their school management personnel, the Muhlenberg (Pennsylvania) School District adopted the Administrative Management by Objectives Appraisal System (AMOAS). Administrators are evaluated on the basis of objectives that they establish in conjunction with their immediate supervisor and on everyday job performance. Above satisfactory performance ratings entitle administrators to a higher salary. This report illustrates the school district's utilization of the AMOAS system. A list of management system benefits and pitfalls is followed by an AMOAS organizational chart and definitions. Also included in the report are criteria for setting objectives, instructions for AMOAS implementation, examples of several objectives, and a position guide for the assistant superintendent. Charts outline the compensation plan approved by the school board and the school district organization. Job evaluation criteria are provided along with a job evaluation sheet and a summary evaluation form. The application of AMOAS is illustrated by goals and action plans of six administrators and a performance review of one administrator. (MLF)

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D E V E L O P I N G

A

M A N A G E M E N T S Y S T E M

(AMOAS)

MUHLENBERG SCHOOL DISTRICT'S

MANAGEMENT PLAN

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EA 015 326

The AMOAS (Administrative Management by Objectives Appraisal System) management system is designed to evaluate school management personnel. Unique to the system is the fact that a committee of School Board members, administrators and the Superintendent develop the plan together. The system evaluates administrators on the basis of objectives that they establish in conjunction with their immediate supervisor and on the basis of everyday job performance.

The compensation plan places 50% of an individual's evaluation on objectives and 50% on everyday job performance. Above satisfactory performance ratings entitles administrators to higher percentage increases.

AMOAS provides for a systematic process of evaluating school administrators requiring a minimum of two performance reviews a year and a final evaluation. Administrators in this plan have averaged salary increases of 3 to 5% higher than other administrators in Berks County not using some system of evaluation.

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INTRODUCTION

Establishing a more effective method of evaluating school management personnel was a major area of concern of the Muhlenberg School District Board of Education when they appointed me Superintendent of Schools in February, 1979.

As a result of this expressed concern, I shared with the Board my experience working with the Administrative Management by Objectives Appraisal System (AMOAS) developed by Dr. Raymond Bernabei, formerly Assistant Executive Director of the Bucks County Intermediate Unit #22 and presently a consultant.

Our discussions lead to more detailed planning; and on May 9, 1979, the Muhlenberg Board approved as one of their District goals the implementation of the AMOAS program.

The District then hired Dr. Raymond Bernabei as their consultant to assist them in developing the program over a two year period in cooperation with the District Administrators and the Board of Education.

The pages that follow represent one district's approach to evaluating its management staff.

James E. Morrell, Ed. D.

MANAGEMENT SYSTEM BENEFITS & PITFALLS

For Supervisor:

1. Provides Good Coaching Framework
2. Strengthens Weak Appraisal System
3. Strengthens Relationships
4. Motivates Subordinates.

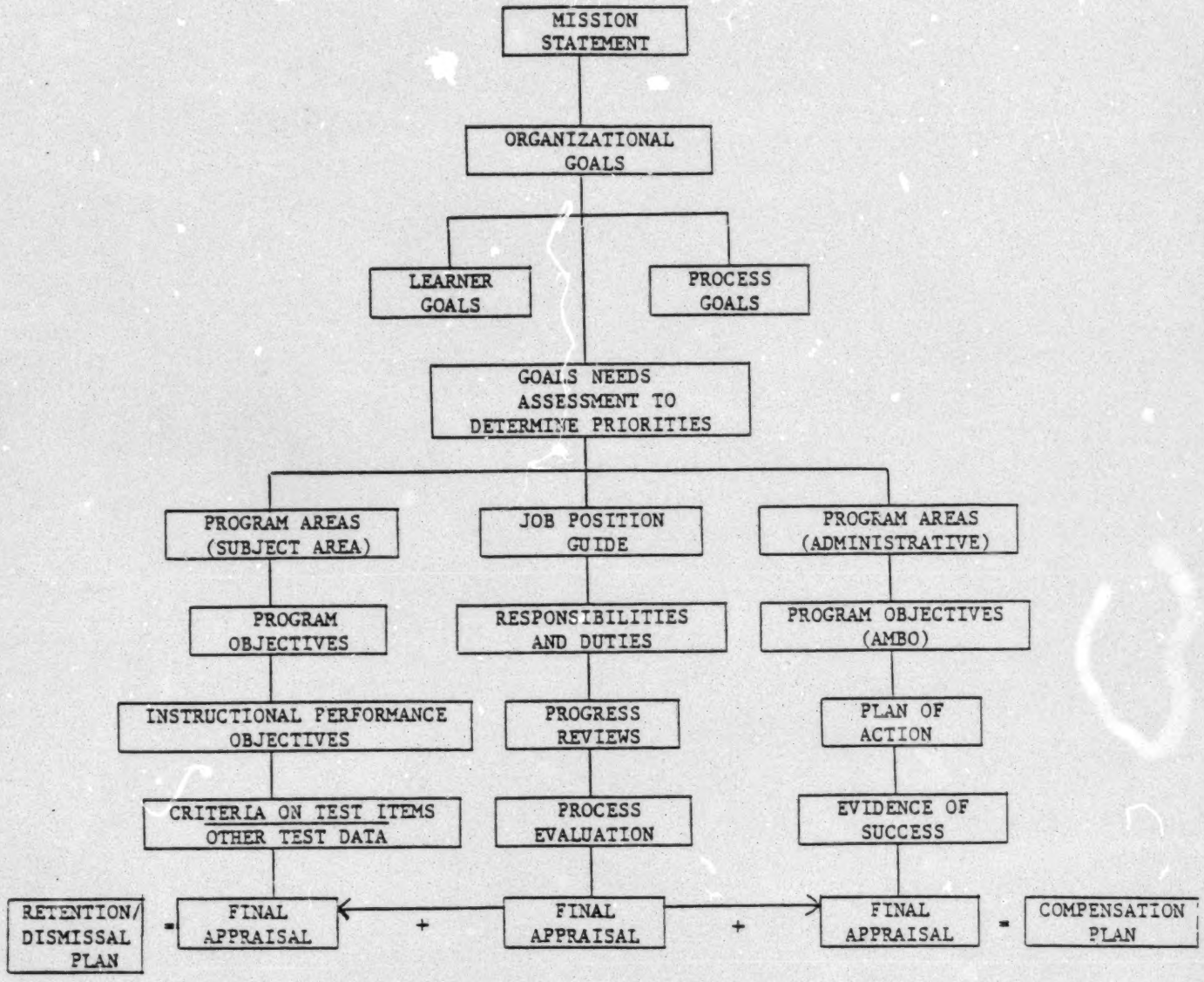
For Subordinates:

1. Responsibility and Authority are Clarified
2. Awareness of Being Evaluated on Performance and Not On Personality Alone
3. Knows What is Expected
4. Experiences Increased Job Satisfaction.

Pitfalls:

1. Frustration
2. Over-emphasis
3. Weak Objectives if no Coaching
4. Poor Follow Through by Supervisor
5. Burden on Supervisor to Assess Lack of Results
6. Standards Mutually Set
7. Lack of Skills by Supervisor in Performance Reviews.

MODEL MANAGEMENT SYSTEM
(T/A MOAS)



Dr. Raymond Bernabei 4/21/78
BUCKS COUNTY SCHOOLS IU #22

TERMINOLOGY

1. AMOAS ------- A logical and systematic management system for measuring job performance equitably. The system contains two phases of development:

   A. Management by Objectives -- These are written as an "Improvement Plan" based on systemwide goal(s), unit goal(s), building goal(s), and personal goal(s). The number of objectives to be written are limited to a suggested number (3-7 are used by other school districts).

   B. Overall Job Responsibility Scale -- This is an instrument to measure the actual job responsibilities written in behavioral terms. This instrument is developed from the job description of an individual.

2. GOAL -------- A philosophical intent.

3. OBJECTIVE --- An observable, measurable, and quantifiable statement of short-range intent (1 year or less).

4. PERFORMANCE REVIEW ------ A one-to-one or 2-or-3-on-1 formal look at reviewing one's progress made on job performance related to his/her objectives and overall job responsibilities. The word, review, is to be implemented literally.

5. FINAL APPRAISAL/ EVALUATION -- A compilation of progress made by the end of year based on one's performance on his objectives and job responsibilities. It is an accumulated total of all reviews.

6. SALARY ADMINISTRATION PLAN -------- A comprehensive job evaluation system based on pre-determined and agreed upon criteria with weighted value. The plan contains a value (rank) for each job position with job classifications and salary ranges based on internal/external equity.

7. JOB VALUING - The weighted value of a job position using pre-determined criteria.

8. INTERNAL/EXTERNAL EQUITY ------ A salary mid-point on salary ranges using comparable data from like positions inside and outside the system. Equity is derived by a common-sense approach using the system constraints for decision-making.

9. INCREMENT BASED ON JOB PERFORMANCE - A philosophy of a school district allocating a % amount to be distributed equitably as it relates to job performance. In other words, there is no "across the board" increase annually, unless the policy statement provides this.

SETTING ORGANIZATIONAL GOALS

Muhlenberg School District's goals are broad statements of direction. They provide targets which affect the formation of organizational policies, objectives and efforts.

Although the management staff has the primary responsibility for setting goals, Muhlenberg School District has involved the total Board and Administration in this process through an annual Board/Administration Seminar. Other personnel at all levels are also provided opportunity to provide input. Under some circumstances goals are automatically provided (e.g. Goals for Quality Education and Long Range Planning for School Improvement - Pennsylvania Department of Education) while others evolve in the process.

Although goals are useful in guiding the management process, they need to be defined in observable measurable outcomes, i.e. objectives.

OBJECTIVES

Three to five annual objectives should be set by each administrator in one of the following areas:

- District - objective relates to a district goal
- Organization - objective deals with total elementary or secondary program
- School - objective relates to individual school
- Personal - objective relates to the personal growth of an individual administrator.

Objectives should be:

- Philosophically sound
- Economically sound
- Job related
- Timeline reasonable
- Measurable and Observable

Objectives (cont'd.)

As administrators develop their skills in objective setting, the following criteria should be evident:

- Level of Skill and Knowledge

  The technical, personal, or management skill and knowledge necessary to implement objective.

- Level of Decision-Making

  The ability to recognize problems or potential problems and determine the factors involved in these problems with practical solutions.

- Degree of Self-Accountability

  Objective written to affect important District/Unit/Building Goal subject only to top policy direction and undertaking creative work of high caliber.

MUHLENBERG SCHOOL DISTRICT
Laureldale, Pennsylvania

TO: All Staff

FROM: James E. Morrell

SUBJECT: Goals for Muhlenberg School District 1979/80

DATE: June 26, 1979

District-Wide Goals 1979/80

I. Educational - To continue to improve the quality of the instructional program.

A. Assess district student-wide testing program.

B. Assess district program for staff development.

C. Assess district procedure for curriculum revision and change.

II. Managerial - To improve the administration and management of the school district.

A. Assess and implement procedures for improving the financial management of the district.

B. Assess administrative organization and implement Administrative Management by Objectives Appraisal System (AMOAS).

C. Assess teacher rating process and develop a new policy as a result of revised DEBE-333.

D. Assess and implement a system for improving staff communication.

E. Establish Long Range Planning Committee to study future needs of district as a result of declining enrollments and increasing costs.

III. Community - To improve community/school interaction and communication.

A. Assess present procedures used to communicate and encourage community involvement with schools.

B. Assess role of present citizens adivsory committee.

JEM:pr

11

Board approved 5/9/79

TO: All Board Members

FROM: James E. Morrell

SUBJECT: Action Plan - Managerial Goal II. A. Assess Administrative Organization and Implement Administrative Management by Objectives Appraisal System (AMOAS)

DATE: April 11, 1979

I. July - August, 1979 - Review Administrative Organization

A. Organizational Chart

B. Job Descriptions

C. Board/Administrative Relationships

Sept. - June, 1980 1979 - Implement Year 1 of AMOAS Program

A. Board Orientation - Consultant and Supt. (1 session)

B. Staff Orientation - Consultant and Supt. (2 sessions)

C. Skill Development - Consultant, staff and Supt. (3 sessions)

D. Skill Development - Consultant and Central Staff (1 session)

E. Develop Salary Program - Consultant with Board Administrative Committee (4 sessions)

II. July - June, 1981 1980 - Implement Year 2 of AMOAS Program

A. Refine and modify program as necessary

B. Implement salary program

C. Conduct follow-up meeting with Consultant, Board/Administrative staff (4 sessions)

ADMINISTRATIVE ORGANIZATION

The first task to be completed in preparing to implement the AMOAS system is to update the district organizational charts and all job descriptions of administrative personnel and have them approved by the board. (See examples on page 11 and 12). As part of this process the superintendent and the board should discuss present board/administrative relationships and their expectations for the future through development and implementation of the AMOAS program.

In order to build and maintain an effective management team and good board/administrative relationships, several points must be emphasized:

- There must be an awareness of each person's role and responsibility in the system.
- There must be a sense of openness, trust, and honesty between board members and administrators if the management system is to have integrity.

BUYING INTO THE SYSTEM

A key component to the success of any management system is how well the people affected understand it. Because this aspect is so important several orientation sessions should be conducted separately with the board and administrators. These sessions should provide ample opportunity for questions and discussion about the AMOAS program and how it might work in Muhlenberg.

IMPLEMENTATION

Coupled with the orientation sessions, the process of training administrators in objective writing should begin. Several intense sessions on writing and critiquing objectives are important.

Once these training sessions are complete, an administrative/board committee should be established to develop the management plan. The committee might consist of the following:

AMOAS Task Force
- Three Board Members
- Three Administrators
- Three Central Office Administrators including the Superintendent

Once the committee is established, they should set out to accomplish the following tasks:

- A review of the organizational structure and job descriptions
- Establish the criteria for and complete the valuing of each administrative position. (See example of criteria and valuing sheet on pages 15 and 24)

Implementation (cont'd.)

- Establish job classifications
- Establish salary plan based on two key areas of the program: 1) everyday job performance and 2) objectives
- Compare local district salaries with at least six similar districts to establish baseline data.

THE COMPENSATION PLAN

There are any number of plans that can be developed, and the AMOAS program provides for district flexibility in this area. After a great deal of discussion, Muhlenberg selected a system that would place 50% of the administrative evaluation on defined objectives set by the administrator and approved by his/her supervisor and 50% based on everyday job performance as measured through the position guide developed with input from each administrator. Each objective is weighted and each category of the position guide carries a certain rating. The combined rating of both of these areas result in the final rating, and this determines the administrative raise for the year.

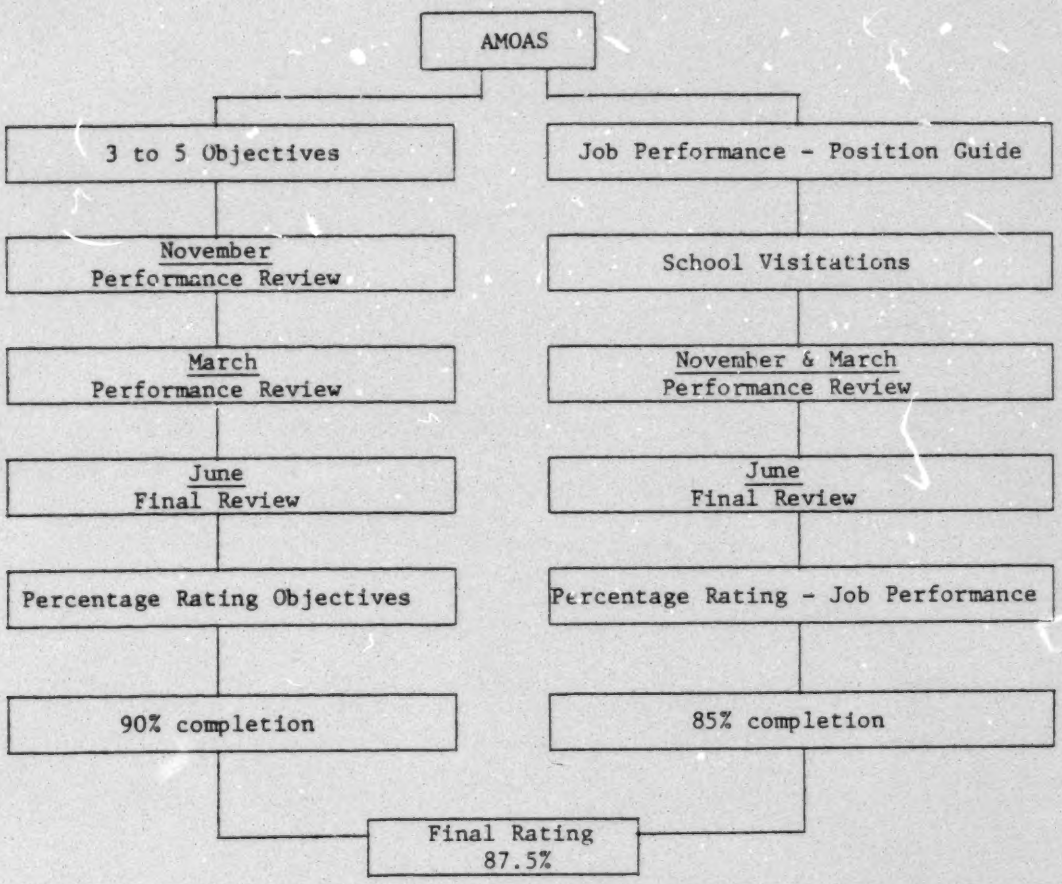
The following pages will provide examples of several objectives and one position guide, as well as a chart that outlines the compensation plan approved by the Muhlenberg Board for the period July, 1980 to June, 1982.

Performance Reviews

A minimum of two formal performance reviews are conducted by the immediate supervisor of each administrator each year along with a final evaluation conference. The performance reviews are scheduled for November and March, and only during the November review can approved changes be made in individual's objectives unless there is an extreme set of circumstances that occur beyond the administrator's control. During these reviews the administrator updates his or her supervisor on the status of his/her objectives, and the supervisor conducts a review of the employee's performance-to-date. A written summary of the review is provided the employee by the supervisor. (See page 45)

In order to properly evaluate administrative performance, each supervisor must visit and observe or shadow each administrator at least one full day during a performance period. A copy of a follow-up report of such a visit can be found on pages 46-48.

During the month of June, a final review and evaluation of the administrator's objectives and performance is conducted. At this conference the administrator is informed of his/her final rating. If for some reason the administrator disagrees with the rating, he/she can request an appeal to the supervisor's immediate superior. For example, in the case of the Assistant Superintendent his/her appeal would be directed to the Board of Education.



Salary Plan

Superior Rating	- 90-100	- 15%
Above Average	- 80-89	- 12%
Satisfactory	- 70-79	- 10%
Satisfactory Needs Improvement	- 60-69	- 6%
Unsatisfactory	- Below 60	- 0%

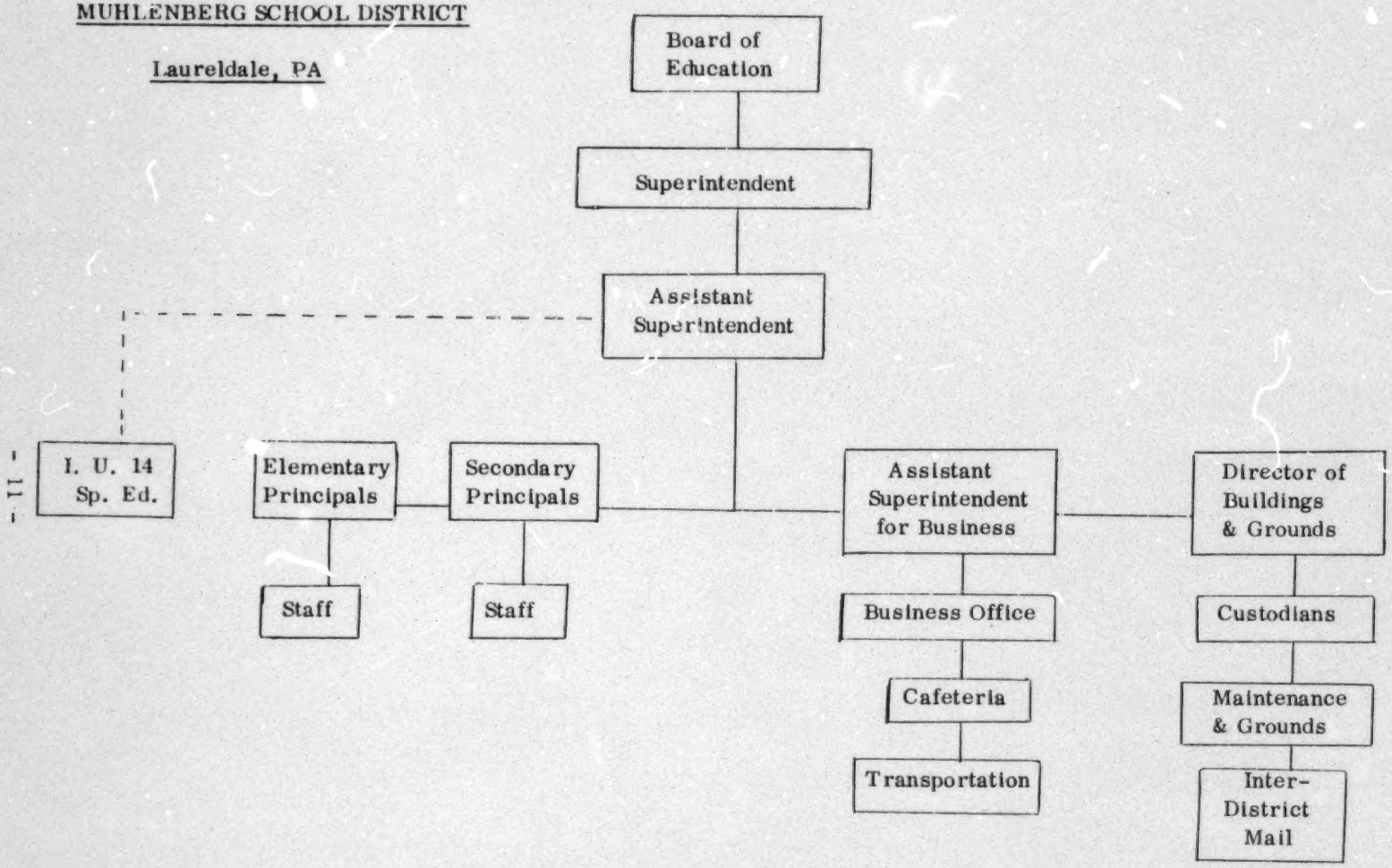
Example:

Admin.	Salary	Rating	% Increase	New Salary
"A"	$30,000	87.5	12	$33,600
"B"	$30,000	64	6	$31,800
"C"	$30,000	58	0	$30,000

ORGANIZATION CHART

MUHLENBERG SCHOOL DISTRICT

Laureldale, PA



Board Approval - 8/8/79

MUHLENBERG SCHOOL DISTRICT
Laureldale, PA 19605

I. Position Guide and Job Description

Assistant Superintendent

II. Organizational Position

The Assistant Superintendent is directly responsible to the Superintendent of Schools.

III. General Scope of Responsibilities

The Assistant Superintendent assists the Superintendent in the implementation of Board policy and decisions. He/She assists the Superintendent in the general organization and administration of the district and is responsible for the district in his absence. He/She coordinates and supervises the administrative activities of all principals and other key personnel as delegated.

IV. Specific Responsibilities

A. Management

1. Planning

(a) In concert with the Superintendent and key administrators, establish goals and objectives to assure complete implementation of School Board policy.

(b) Provide direction and supervision of principals and other key administrative personnel, as required, in planning and carrying out approved programs of the School Board.

(c) Represent the school district at appropriate conferences, seminars, and meetings.

(d) Assist the Superintendent in planning, preparation, and administration of the school district budget.

(e) Assist in the drafting and interpretation of school district policies and regulations.

(f) Reviews all proposals for modifications, additions, or deletions of educational programs and submit recommendations to the Superintendent for Board approval.

2. Controlling

(a) Direct and supervise the activities of all building principals. As necessary, request special reports relating to relevant aspects of their activities.

(b) Conduct regular meetings with building principals and other special meetings as needed for the purpose of articulating all school programs.

(c) Evaluate the performance and activities of building principals and other administrative and supervisory personnel as directed by the Superintendent.

(d) Review individual budget requests of all building principals and recommend to the Superintendent for inclusion in the annual district budget.

(e) Coordinate the efforts of principals in the recruitment and assignment of all professional personnel.

(f) In concert with the building principals, select department chairpersons and evaluate their performance.

(g) Collaborate with the Superintendent and building principals in evaluating and supervising temporary professional personnel and other personnel when deemed necessary.

(h) Meet regularly with the Superintendent of Schools, to effect clear communication relevant to a smooth administration of the school system.

B. Educational

1. Administer and supervise professional development programs for all professional staff.

2. Coordinate and supervise the efforts of principals and subject area chairpersons in the development and revision of curriculum K-12.

3. Direct and coordinate with building principals the student teacher program.

4. Recommend procedures to the Superintendent of Schools for evaluating the effectiveness of various educational programs in the district.

5. Serve as liaison person with Intermediate Unit #14 on special education related matters and Intermediate Unit special education classes held in the district's schools.

6. Direct all federal programs within the district, exploring the availability of funds, making applications and forwarding proposals to proper officials.

C. General

1. Serve as the Superintendent's and School Board's representative at meetings of the Muhlenberg Township School District Authority.

2. Maintain appropriate contact with key personnel in other school districts and facilitate the free exchange of information for mutual benefit.

3. Perform such other duties and accept such other responsibilities as may be assigned by the Superintendent.

IV. Required Educational Qualifications and Experience

A. Minimum of five years of teaching experience and five years of successful administrative experience.

B. Superintendent's Letter of Eligibility.

Board Approval - 2/15/78
Revised and approved - 8/8/79

FACTORS

I. Background

   A. Education

   B. Experience

II. Application of Knowledge

   A. Complexity

   B. Latitude

III. Supervisory Responsibility

   A. Size

      1. Direct
      2. Indirect, etc.

   B. Complexity

IV. Contacts

V. Integrity of Information

VI. Impact of Error

VII. Time Requirement

R. Bernabei
April 7, 1975

JOB EVALUATION CRITERIA

I. Background

Measure of education and experience levels necessary to perform the duties of the position.

A. Education

Measure of the determinable levels of formal training necessary in a supervisory or administrative position.

1. Certificate, license, associate degree or advanced work in a supervisory or administrative position.

   Necessary ability to apply subject matter acquired in specialized area beyond secondary school level. Special training acquired at Technical Institute, Business College, Junior College or similar institutions.

2. Bachelor's Degree - Required

   A college degree is necessary because the acquisition of a specialized knowledge is required to perform the duties of the position.

3. Master's Degree - Significant

   Requires the knowledge of the theories and principles of a specific field or professional activity obtained in graduate study necessary to fulfill the responsibilities of the position.

4. Master's Degree - Required

   Training and knowledge necessary as result of certification requirement and/or technical requirements of the position.

5. Master's Degree + Post Master's Study

   Advanced knowledge of the theories and principles of a professional activity is critical to perform independent activities.

6. Doctorate - Significant

   Highly specialized professional knowledge desirable in the position but is not necessary to fulfill the responsibilities of the position.

B. Experience

The combination of work experiences that are necessary to fulfill the requirements of the position. Such experience may be expressed as intensive in one field, or varied in related or unrelated fields, dependent upon the requirements of the position.

B. Experience (cont'd.)

1. Related Experience

Related or direct experience necessary to become familiar with requirements of the position.

2. Specialized Experience

Concentrated work experience in a specialized field.

3. General Experience

Experience normally associated with one who has had broad exposure in several areas and possesses a background in a number of inter-related functions.

4. Multi-Function Experience

Experience sufficient to understand the interrelationship of functions in order to supervise an activity comprising separate and unique functions.

5. Multi-Function Depth Experience

A depth of experience required to direct the work effort of others who have multi-function responsibilities.

6. Chief Administrative Experience

Vast versatile experience in the Chief Administrative role of several field, sufficient to direct an entire educational and business effort.

II. Application of Knowledge

Measurement of the use of the specific technical and/or professional knowledge and the decision-making techniques required to accomplish the objectives of the position.

A. Complexity

Measure of the degree of the use of technical or professional knowledge used in the position. Level of complexity is the depth of application of knowledge required to accomplish the objectives of the position.

1. Selective

Application of knowledge controlled by precedents, policies or previous techniques. Judgment limited to specifics and clearly defined goals.

2. Interpretive

Application of knowledge requires analysis of a situation and selection of an appropriate course of action from a variety of previously established policies, procedures or techniques.

Job Evaluation Criteria

A. Complexity (cont'd.)

3. Innovative

Application requires analysis of a situation and selection of an appropriate course of action where procedures and techniques are not clearly defined.

4. Developmentive

Application requires frequent individual development of new methods or courses of action to accomplish broadly defined objectives.

5. Evaluative

Application is applied on broad objectives and tasks where evaluation of program success is based upon research or analysis. Judgment is associated with new or unproven concepts.

6. Determinative

Involves the application of in-depth knowledge to assess all facets in establishing direction of educational and/or business efforts.

B. Latitude

Latitude allowed in application of knowledge.

1. Limited Latitude

Established procedures and practices allow for flexibility within the position; however, regular supervision necessary for deviation from practice.

2. Moderate Latitude

Receives general guidance from line or staff supervisors who are well-versed in the application of the professional field or the desired results of the field.

3. Considerable Latitude

Considerable latitude in applying own function. Guidance and review may be required on major programs where complexity occurs.

4. Extensive Latitude

Normally has complete latitude in applying own professional knowledge within education or business areas.

5. Complete Flexibility

Complete flexibility of entire educational and/or business activities.

III. Supervisory Responsibility - Complexity

Measures the size, complexity and diversity of the organization supervised either directly or indirectly.

Size is a measurement of the number and level of the people supervised. Includes non-instructional employees and those who receive technical and/or functional direction.

A. Size of Supervisory Responsibility (Employees)

Number of Employees	Direct Supervision	Indirect, Technical Functional Supervision
1. 0-3	20	10
2. 4-10	40	20
3. 11-25	60	30
4. 26-50	80	40
5. 51-100	100	50
6. 101-150	120	60
7. Over 150	140	70

If direct supervision is delegated to a subordinate, the superior must then claim indirect supervision.

B. Complexity

Diversity and complexity measure the different types of significant activities supervised.

1. Limited Responsibility

   Has flexibility only within established procedures and practices. Deviation requires higher approval.

2. Moderate Responsibility

   May direct work of others but responsibility centers around technical or functional direction.

3. Significant Responsibility

   Directs work of others but responsibility limited by administrative control. Review required on major programs.

4. Considerable Responsibility

   Directs the work of others. Independent judgment necessary in making decisions.

5. Extensive Responsibility

   Complexity of organization requires effective delegation of authority, careful planning and effective administrative control.

B. Complexity (cont'd.)

6. Key Responsibility

Has major decision-making authority in business or education area.

7. Complete Responsibility

Has complete responsibility and total direction of business and education areas.

IV. Contacts

Measure of the kind of human relationships a position has in meeting objectives.

Types of contacts measure the variety of contacts in the position and the degree of persuasiveness required.

Definition of Types of Contacts

1. Informative

Work involves internal relationships for purpose of gathering or disseminating information.

2. Investigative

Frequent internal contacts requiring discussions for solutions of problems and obtaining information necessary to perform required duties. May have outside relationships to provide service, information, or to obtain sources.

3. Advisory

Guiding, consulting and recommending but without responsibility for making final determinations. Contacts are informative in nature but include recommendations.

4. Coordinative, Persuasive, Influencing

Includes such responsibilities as achieving unified action by independent groups or gaining acceptance in promoting the District image. Coordinative activities are usually performed in situations which include possible resorting to higher levels for authoritative direction. Persuasion and influencing activities may involve conditions under which no higher authority is needed.

5. Commitment

Includes the commitment for educational programs, hiring of personnel and the acquiring of materials or services for the District. Personal persuasion both internally and externally is usually required to assure acceptable terms to the District.

IV. Contacts (cont'd.)

6. Authoritative

Consists of attaining binding commitment in situations involving final administrative decisions, legal contacts or documents having a similar force and effect.

V. Integrity of Information

Measures the exposure in normal performance of duties to data, processes, and confidential information, and the requirements for safeguarding such knowledge.

1. District Knowledge

Not required to work with information, data or processes that are not public knowledge.

2. Limited Exposure

Exposure limited to materials or information in such a form that the full import is not readily apparent.

3. Frequent Exposure

Frequently work with materials or information which has minor confidential value. Disclosure overtly or inadvertently will cause little more than minor embarrassment or minor effects.

4. Regular Exposure

Regularly required to work with data, processes, or confidential information where indiscretion may upset morale, provide minor advantages to competition or create major embarrassment.

5. Confidential

Regularly required to work with data, processes or confidential information of major importance which if disclosed will have a major detrimental effect.

6. Highly Confidential

Responsibilities make it necessary to work on plans, programs, and objectives of highest importance where complete integrity is required in order to safeguard organization's position in all external or internal matters.

7. Strategic

Essentially the same as sixth level, but in a position where the knowledge of plans, programs and objectives and their importance is apparent at an earlier time.

VI. Impact of Errors

Considers the importance of the work with regard to its exposure to errors and the probable effect of such errors due to carelessness. Consideration must be given to the availability of systems for checking or verifying work and the probable financial effects of damage to equipment, labor, and material and costs for correction. Component further considers loss of good will and negative effect on District image.

1. Negligible

   Possibility of error negligible.

2. Imperceptible

   Errors possible, but easily detected; correction imperceptible.

3. Minor

   Errors usually detected in subsequent phases of work due to routine verification or check. Minor expense or embarrassment involved in correction.

4. Significant

   Errors are significant and are difficult to correct through expense or loss of good will. Generally the effects of correction are internal, but may involve external contacts. Most of work not subjected to systematic review.

5. Major

   Errors are of major importance and difficult to detect. Cost of correction or damage to District image will be considerable. Cannot usually be contained internally. Work not subjected to review or audit thus requiring considerable responsibility for accuracy.

6. Key

   Nature of work very complicated and errors almost impossible to detect or to predict. Results will indicate presence of error, but cost of correction is great in time, money and good will.

7. Critical

   Errors are such that the future well-being of the organization may be seriously jeopardized.

VII. Time Requirements

Measures the amount of work time necessary beyond the regular work day.

1. Minimal

   Minimal time required beyond normal work schedule.

VII. Time Requirements (cont'd.)

2. Occasional

Occasional time required beyond the normal work schedule.

3. Normal

Normal amount of time required beyond the normal work schedule. Amount is not significant and presents no hardship.

4. Significant

Appreciable amount of time required beyond the normal work schedule. Amount of time is significant and is regularly scheduled as well as on a demand basis.

5. Major

Substantial amount of time required beyond the normal work schedule and of unpredictable nature. Extra time is critical job factor in performance of duties. Must be available at all times at convenience of public, or school authorities.

R. Bernabei
April 7, 1975

MUHLENBERG SCHOOL DISTRICT
Laureldale, PA 19605

JOB EVALUATION SHEET

JOB POSITION: Assistant Superintendent DATE: 1/7/80

TOTAL POINTS: 55,288 EVALUATED BY: AMOAS Task Force

FACTOR	LEVEL 50	58	67	77	89	102	117	TOTAL
	1	2	3	4	5	6	7	
I. Background (5)								
A. Education						X		3060
B. Experience								
II. Application of Knowledge (25)								
A. Complexity (12.5)						X		7650
B. Latitude (12.5)				X				2513
III. Supervisory Responsibility and Complexity (25)								
A. Size - Direct (12.5) -Indirect							X	10,238
B. Complexity (12.5)						X		7650
IV. Contacts (7)					X			3115
V. Integrity of Information (10)							X	8190
VI. Impact of Errors (13)							X	10,647
VII. Time Requirement (15)					X			2225
								55,288

30

31

MUHLENBERG SCHOOL DISTRICT

AMOAS

	Position	Value	Classification
1.	Assistant Superintendent	55,288	XII
2.	Assistant Superintendent for Business	44,912	VIII
3.	Principal - Senior High School	38,438	VI
4.	Principal - Junior High School	31,626	III
5.	Principal - Middle School	29,913	III
6.	Principal - Sarig Elementary	29,913	III
7.	Principal - Riverview Park Elementary	29,913	III
8.	Principal - Soutn Temple Elementary	29,913	III
9.	Assistant Principal - Senior High School	29,166	III
10.	Director of Buildings and Grounds	27,166	II
11.	Supervisor of Athletics	24,335	I

MUHLENBERG SCHOOL DISTRICT
Laureldale, Pennsylvania

TO: All Administrators
FROM: James E. Morrell, Ed. D.
William E. Abramowicz
SUBJECT: AMOAS Timeline
DATE: July 6, 1981

I. Objectives 1981/82

A. Working draft of 1981-82 objectives due in immediate supervisor's office by July 24, 1981.

B. Supervisors will meet with administrators to finalize 1981/82 objectives between August 1 and August 31, 1981.

C. First performance review of objectives and job performance - November 1 to November 31, 1981.

D. Second performance review of objectives and job performance - March 1 to March 31, 1982.

E. Final performance review and rating of objectives and job performance - June 1 to June 30, 1982.

II. General Guidelines

A. Objectives and timelines can be adjusted only by mutual agreement and only during the first performance review.

B. As a general rule documentation should be thorough and forwarded to the supervisor upon completion of tasks as they occur during the year; thus, a final report should be precisely that and not become a burden to the administrator.

C. All documentation and final reports supporting specific objectives are due by June 1, 1982 in order that material can be reviewed prior to the final performance conference. Exceptions to this must be verified in writing by the Superintendent or Assistant Superintendent.

D. A minimum of two school visitations related to job performance will be scheduled during the course of the school year.

E. The above time schedule and guidelines should be followed in regard to the Assistant Principals, and the Supervisor of Athletics, Physical Ed. and Health.

MUHLENBERG SCHOOL DISTRICT

A M O A S

ADMINISTRATOR Administrator A POSITION Assistant Superintendent

SCHOOL YEAR 1981-82 GOAL 1 OF 3

WEIGHT 60

Goal Revise District Long Range Plan - Department of Ed. Wave II School Improvement

Category of Goal: District [X] Building [ ] Individual [ ]

Performance Behavior
(Describe Purpose and End Result)

Coordinate all activities toward completion of LRPSI, meeting all timelines set for a written document which will be submitted to the Board of Education and PDE.

Standard & Evidence of Success

Completion of LRPSI with Board approval by June 1982 for submission to PDE by September, 1982.

Documentation to Support Standard:

X	STANDARDIZED TESTS	X	WRITTEN REPORTS
X	TEACHER/ADMINISTRATOR PREPARED TESTS		
	LOG	X	PARENT FEEDBACK
	FREQUENCY CHARTS	X	TEACHER FEEDBACK
X	STUDENT FEEDBACK		

Other (Please specify) Administration Plan

ACTION PLAN

TASK	DATES BEGIN -- END	SPECIAL NOTES
1. Review PDE publications - LRPSI Overview, Process Guide, Guidelines and Instructions, Resource Guides.	Aug. - Sept.	
2. With Supt. develop a District Administrative Plan for LRPSI.	Aug. - Sept.	
3. Meet with PDE Review Plan with Principals	Sept.	
4. Prepare to initiate the Plan	Sept.	
5. Orient principals regarding tasks in preparing School Action Plan.	Sept.	
6. Complete tasks as outlined in the attached administrative plan.	Sept. 1981-June 1982	

MUHLENBERG SCHOOL DISTRICT

A M O A S

ADMINISTRATOR Administrator B POSITION Asst. Supt. for Business

SCHOOL YEAR 1981-82 GOAL 3 OF 4

WEIGHT 20

Goal To improve the Administration and Management of the Attendance System in the School District.

Category of Goal: District [X] Building [ ] Individual [ ]

Performance Behavior
(Describe Purpose and End Result)

To implement and monitor a computerized attendance system during the 1981-82 school year for the purpose of keeping school district records and generate required state reports.

Standard & Evidence of Success

1. Required attendance reports submitted to the DPE for the school year will be generated by the computer in July, 1982.
2. Computerized attendance will be totally operational with discrepencies in the system corrected.
3. School can generate reports as required directly from the computer.

Documentation to Support Standard:

_____ STANDARDIZED TESTS
_____ TEACHER/ADMINISTRATOR PREPARED TESTS
_____ LOG
_____ FREQUENCY CHARTS
_____ STUDENT FEEDBACK
X WRITTEN REPORTS
_____ PARENT FEEDBACK
_____ TEACHER FEEDBACK

Other (Please specify)
1. State Reports
2. Computer printout on a weekly basis to record attendance
3. Computer printouts every thirty (30) days for 1981-82 in order to monitor system
4. In-house forms for input and changes during 1981-82

ACTION PLAN

TASK	DATES BEGIN -- END	SPECIAL NOTES
1. Meeting with principals and Vo-Tech to develop needs for Muhlenberg School District and Vo-Tech.	May - June	
2. Finalize computer program for Muhlenberg and Vo-Tech, by C.C.I.	July	$6,000
3. In-service of program developed by C.C.I.	August	
4. Input student information from schools for 1981-82 attendance.	Aug. - Sept.	
5. Begin student attendance for Muhlenberg School District.	Sept. 10th	
6. In-service building secretaries on Muhlenberg attendance system and review input needed by building secretaries.		
7. Purchase CRT for High School.	Sept.	$2,000
8. Develop in-house forms for changes and additions.		
9. Submit printed weekly attendance form to schools for recording weekly attendance for each student.	Sept. to June	
10. Generate 30,60,90,120,150,180 day reports to verify accuracy of computerized system.		
11. Continue to update system as needed.		
12. Generate quarterly attendance reports for report cards.		
13. Generate final attendance report in July 1982, for State.		

MUHLENBERG SCHOOL DISTRICT

A M O A S

ADMINISTRATOR Administrator C POSITION Middle School Principal

SCHOOL YEAR 1981-82 GOAL 3 OF 3

WEIGHT 20

Goal Analyze and assess 6th grade reading program.

Category of Goal: District [ ] Building [X] Individual [ ]

Performance Behavior
(Describe Purpose and End Result)

Develop specific recommendations for continuity of the 6th grade reading program. Coordination of reading between 5th grade and 7th grade will be considered.

Standard & Evidence of Success

A report will be issued in May 1982 describing the process used to analyze the program and containing the recommendations.

Documentation to Support Standard:

___	STANDARDIZED TESTS	X	WRITTEN REPORTS
___	TEACHER/ADMINISTRATOR PREPARED TESTS		
X	LOG	X	PARENT FEEDBACK
___	FREQUENCY CHARTS	X	TEACHER FEEDBACK
___	STUDENT FEEDBACK		

Other (Please specify) _____

ACTION PLAN

TASK	DATES BEGIN -- END	SPECIAL NOTES
1. Organize a committee to discuss and outline activities to assess the reading program.	9/21/81 - 10/18/81	
2. Inventory materials used to teach grade 5, 6 and 7th grade reading.	10/1/81 - 10/4/81	
3. Outline the instructional activities used to teach grade 5, 6 and 7th grade reading.	10/7/81 - 10/11/81	
4. Analyze CAT scores of reading in grade 5, 6 and 7.	11/9/81 - 11/13/81	
5. If necessary administer further testing of reading to high, middle and low groups of grade 5, 6 and 7.	12/11/81 - 1/8/82	
6. Have members of grade 5 observe grade 6 and grade 6 observe grade 7 reading instruction and vice versa.	1/4/82 - 1/28/82	
7. Develop recommendations for:		
a. continuation and expansion of good practices.		
b. purchase of additional materials.		
c. methods to coordinate program.	2/8/82 - 2/26/82	
8. Publish a report on findings.	3/1/82 - 3/19/82	
9. Submit revisions to Curriculum Council, if necessary.	4/5/82 - 4/23/82	

MUHLENBERG SCHOOL DISTRICT

A M O A S

ADMINISTRATOR Administrator D POSITION Elementary Principal

SCHOOL YEAR 1981-82 GOAL 1 OF 4

WEIGHT 30

Goal To continue to improve the quality of the instructional program through revision of the English curriculum.

Category of Goal: District [X] Building [ ] Individual [ ]

Performance Behavior
(Describe Purpose and End Result)

By September, 1982, a planned program in English consistent with the district philosophy and developed with sequential skills will be completed for piloting in 1982-83. New textbook and other instructional materials will be selected and curriculum guides defining and focusing content will be developed.

Standard & Evidence of Success

Instructional materials, curriculum guides and program K-5 will be developed for piloting in September, 1982.

Documentation to Support Standard:

_____ STANDARDIZED TESTS
_____ TEACHER/ADMINISTRATOR PREPARED TESTS
_X_ LOG
_____ FREQUENCY CHARTS
_____ STUDENT FEEDBACK
_X_ WRITTEN REPORTS
_____ PARENT FEEDBACK
_____ TEACHER FEEDBACK

Other (Please specify) _____

ACTION PLAN

TASK	DATES BEGIN -- END	SPECIAL NOTES
1. Develop a questionnaire to establish a need to select a new English textbook and make necessary curriculum revision.	5/81	
2. Administer and assess results of the questionnaire.	5/81 - 7/81	
3. Develop an English textbook evaluation instrument.	7/81 - 8/81	
4. Write a preliminary proposal with an English Curriculum Task Force.	9/81 - 10/81	
5. Present the preliminary proposal to Curriculum Council.	11/81	
6. Select the Elementary English Task Force members.	11/81	
7. Conduct a one day workshop with the English Curriculum Task Force to define philosophy proposal.	11/81	
8. Write the final proposal.	11/81	
9. Write publishing companies for copies of English textbooks.	11/81	
10. Present the final proposal to Curriculum Council.	12/81	
11. Conduct a one day workshop with the Elementary Task Force members to select three textbooks and to write a brief evaluation instrument for teacher to use when considering the three textbooks.	1/82	
12. Circulate the three English textbooks to elementary faculty with brief evaluation instrument.	2/82	
13. Invite elementary faculty to listen to consultants from the three companies and vote for one textbook.	3/82	
14. Conduct a two to three day workshop with Elementary Task Force members to revise curriculum.	5/82	
15. Prepare for piloting English curriculum grades 1-5.	5/82	

MUHLENBERG SCHOOL DISTRICT

AMOAS

ADMINISTRATOR Administrator E POSITION Elementary Principal

SCHOOL YEAR 1981-82 GOAL 3 OF 4

WEIGHT 20

Goal To develop an awareness on the part of staff and students into the possible uses of microcomputer technology in the classroom.

Category of Goal: District [ ] Building [X] Individual [ ]

Performance Behavior
(Describe Purpose and End Result)

To assess the value of a microcomputer and an appropriate software system vs. traditional methods in the development and reinforcement of basic arithmetic operations.

Standard & Evidence of Success

Baseline data will be gathered for future studies involving the use of the microcomputer. In addition, pre and post tests will be administered in specific basic operations at appropriate grade level(s).

Documentation to Support Standard:

___ STANDARDIZED TESTS	X WRITTEN REPORTS
X TEACHER/ADMINISTRATOR PREPARED TESTS	
___ LOG	___ PARENT FEEDBACK
___ FREQUENCY CHARTS	X TEACHER FEEDBACK
X STUDENT FEEDBACK	

Other (Please specify) _____

ACTION PLAN

	TASK	DATES BEGIN -- END	SPECIAL NOTES
1.	Review available software and hardware.	1/81 - 2/81	
2.	Budget for hardware and software.	1/81	
3.	Visit Southern Lehigh School District.	1/81	
4.	Attend microcomputer workshop sponsored by the Intermediate Unit.	2/81	
5.	Select grade level teachers to participate in the program.	4/81	
6.	Discuss possible attendance at a microcomputer workshop with selected teachers.	4/81	
7.	Enroll appripriate teachers in the workshop entitled "Introduction to Basic Computer Language."	5/81	
8.	Attend microcomputer workshop on basic language and hardware orientation.	5/81	
9.	Meet with grade level teachers to explain the objective.	6/81	
10.	Type purchase orders for hardware and software.	7/81	
11.	Upon receipt of the computers and software program, familiarize self with both.	8/81 - 9/81	
12.	Duplicate program tapes.	8/81 - 9/81	
13.	Select control groups and experimental groups for the study.	9/81	
14.	Review objective with teachers during October.	10/81	
15.	Develop pre and post tests.	9/81 - 10/81	
16.	Administer appropriate pre-tests to all students involved in the study at respective grade level.	10/81	
17.	Instruct students in the operation of the microcomputer.	9/81 - 10/81	
18.	Develop with teachers the procedure for use and the frequency of computer time by students.	9/81	

A C T I O N P L A N

	TASK	DATES BEGIN -- END	SPECIAL NOTES
19.	Use of the computer by students in math classes.	9/81 - 1/82	
20.	Develop student evaluation questionnaire.	11/81	
21.	Administer appropriate posttests to students in control and experimental groups.	12/81	
22.	Administer student evaluation questionnaire.	12/81	
23.	Solicit written teacher evaluation on the use of the computer in the classroom for first semester.	12/81	
24.	Compile student test results.	1/82	
25.	Compile student questionnaire results.	1/82	
26.	Meet with teacher to identify areas of remediation for second semester.	1/82	
27.	Develop pre-tests for newly identified remediation areas.	1/82	
28.	Administer appropriate pre-tests to all students involved in the second semester study.	2/82	
29.	Use of the computer by students in math classes.	2/82 - 4/82	
30.	Develop posttests for second semester study.	3/82	
31.	Administer appropriate posttests to students in both groups.	4/82	
32.	Administer student evaluation questionnaire to second semester computer students.	4/82 - 5/82	
33.	Compile student test results for second semester.	5/82	
34.	Compile student questionnaire results.	5/82	
35.	Solicit written teacher evaluation on the use of the computer in the classroom for the second semester.	5/82	

MUHLENBERG SCHOOL DISTRICT

AMOAS

ADMINISTRATOR Administrator F POSITION Elementary Principal

SCHOOL YEAR 1981-82 GOAL 2 OF 4

WEIGHT 30

Goal To assist those students who are experiencing academic difficulties and social/emotional problems through the establishment of an elementary resource room.

Category of Goal: District [ ] Building [X] Individual [ ]

Performance Behavior
(Describe Purpose and End Result)

Participate in the completion of the necessary components for the implementation and evaluation of the resource room at W. G. Sarig during the 1981-82 school year and as a result of this, develop the model for implementation of a learning resource center at Riverview Park Elementary School for possible institution in September, 1982.

Standard & Evidence of Success

Approval of the Riverview Park Resource Room including identification of teacher and preparation of staff by June, 1982.

Documentation to Support Standard:

___	STANDARDIZED TESTS	X	WRITTEN REPORTS
___	TEACHER/ADMINISTRATOR PREPARED TESTS		
X	LOG	X	PARENT FEEDBACK
___	FREQUENCY CHARTS	X	TEACHER FEEDBACK
___	STUDENT FEEDBACK		

Other (Please specify) _____

ACTION PLAN

TASK	DATES BEGIN -- END	SPECIAL NOTES
1. Study Project Support materials. Become familiar with model in document itself and all related material.	9/81	
2. Research and observe presently operating resource room at W. G. Sarig.	9/81 - 3/82	
3. Participate with elementary principals in writing Parent Handbook.	9/81	
4. Participate with elementary principals in the various aspects of running a resource room:		
a. Assist the resource teacher in planning of inservice program for staff.	9/81	
b. Assist the resource teacher in the planning of a volunteer program.	10/81	
c. Inservice resource room teacher with screening and evaluation instruments and writing instructional programs using assessment results.	10/81	
d. Assist the resource teacher in developing a parent letter and a parental reporting system.	10/81 - 11/81	
5. Observe resource teacher. Hold conferences with resource teacher in conjunction with other elementary principals.	10/81	
6. Attend bi-monthly child Study Evaluation Team meetings to discuss candidates for resource room.	9/81 - 1/82	
7. Recommend possible expansion of the resource room.	1/82	
8. Assist in the development of a teacher questionnaire.	12/81 - 1/82	
9. Assist [illegible] the development of a parent ques[illegible].	12/81 - 1/82	
10. Administer and evaluate the two questionnaires.	2/82	
11. Begin planning for implementation of Resource Room.	2/82	
a. Budget for 1982-83 materials and equipment	12/81 - 1/82	

A C T I O N P L A N

T A S K	DATES BEGIN -- END	SPECIAL NOTES
b. Secure classroom	2/82	
c. Begin looking for possible resource personnel.	3/82	
d. Identify possible students.	3/82	
12. Make a plan of action for implementation of resource room in 1982-83.	4/82	
13. Prepare staff, students, and parents to resource room.	4/82	
14. Write an administrative report regarding program.	6/82	

MUHLENBERG SCHOOL DISTRICT

P O S I T I O N G U I D E

JOB PERFORMANCE APPRAISAL

Job Title: Elementary Principal

Accountable to: The elementary principal is directly responsible to the Assistant Superintendent of Schools.

Instructions for Administering Form:

Using the code below, the principal will be rated twice annually by the Assistant Superintendent. A conference to discuss the rating will be held between the principal and the Assistant Superintendent to discuss any and all items.

Rating:

91 to 100%	-	Excellent
81 to 90%	-	Good
71 to 80%	-	Satisfactory
61 to 70%	-	Minimum Performance
0 to 60%	-	Unsatisfactory

Seven major categories will be rated on the above scale. They are

1.0 Staff and Personnel*	-	250 points
2.0 Curriculum and Instruction*	-	250 points
3.0 Business Affairs*	-	100 points
4.0 Community Relations*	-	100 points
5.0 Pupil Personnel*	-	100 points
6.0 Personal Growth*	-	100 points
7.0 Special Assignments*	-	100 points
		1000 points - Total

* A check mark (✓) in the sub-categories of each of the above classifications designates need for improvement. No mark at all indicates satisfactory performance.

MUHLENBERG SCHOOL DISTRICT

POSITION GUIDE

JOB PERFORMANCE EVALUATION

Job Title: Elementary Principal Date _____

_____ _____

Employee's Name Evaluator

Functions and Responsibilities:

Rating

_____ 1.0 Staff and Personnel

_____1.1 To participate in the teacher interviewing and hiring process, when appropriate, by:

_____1.11 Screening and interviewing candidates

_____1.12 Familiarizing candidates with school policies and programs

_____1.13 Making recommendations to the Assistant Superintendent based on interview and check of candidates' qualifications.

_____1.2 To observe and submit to the Assistant Superintendent, two written evaluations of all first year teachers and one written evaluation of all teachers, each school year, as defined by teacher evaluation and rating guidelines.

_____1.3 To submit to the Assistant Superintendent a list of teacher assignments by grade and/or building by September 1st each year.

_____1.4 To conduct a minimum of one faculty meeting each month.

_____1.5 To submit a specific schedule of each teacher's daily responsibilities as it relates to building responsibility and teacher contract and outlined by Assistant Superintendent.

_____1.6 To supervise and evaluate professional and non-professional aides.

_____1.7 To supervise cafeteria and custodial staff in cooperation with Director of Cafeterias and Director of Buildings and Grounds.

_____1.8 Coordinate/Direct County and District Special Services Staff assigned to the school in concert with I.U. supervisory staff.

_____1.9 Assign/Coordinate student teachers, pre-student teachers, parent volunteers, and secondary student volunteers.

_____1.10 Other: _____

_____ 2.0 Curriculum and Instruction

_____2.1 To annually develop objectives that provide for the development and implementation of educational programs.

_____2.2 To review and assess annually educational programs that have been adopted by the District.

_____2.3 To review, clarify and check with teachers to insure that the instructional program is in keeping with approved District instructional guidelines.

_____2.4 To keep Assistant Superintendent and other principals up-to-date on assigned subject area of responsibility.

_____2.5 To review and assess, on an on-going basis, the effectiveness of the educational programs.

_____2.6 To provide for on-going in-service training for teachers.

_____2.7 To coordinate assigned subject area of responsibility via elementary curriculum and appraise administration of such programs. (District K-12 Committees)

_____2.8 Other: _____

_____3.0 Business Affairs

_____3.1 To submit yearly budgets, as defined by the Assistant Superintendent, for the ensuing year.

_____3.2 To maintain a program that provides for proper use of all material and equipment.

_____3.3 To maintain a program of proper inventory and management of all material and equipment.

_____3.4 Other: _____

_____4.0 Community Relations

_____4.1 To encourage public understanding and participation of the instructional program through appropriate means.

_____4.2 To maintain a program of good public relations with community.

_____4.3 To encourage all staff members to develop positive methods of communication that encourage good pupil and parent relationship with the school.

_____4.4 To coordinate and supervise use of building and grounds by community and other groups.

_____4.5 Other: _____

_____ 5.0 Pupil Personnel

_____5.1 To maintain a program that will encourage as well as monitor pupil attendance in school.

_____5.2 To maintain accurate pupil enrollment records for budget and classroom projections annually.

_____5.3 To maintain proper system for care of pupil records as defined by District policy.

_____5.4 To maintain proper student control and discipline.

_____5.5 To refer, place, promote and/or retain all students assigned to the building.

_____5.6 To administer the student testing program.

_____5.7 Other: _____

_____6.0 Personal Growth

_____6.1 To submit at least one objective annually that will provide for personal growth in a specific area.

_____6.2 To seek and obtain information that will provide professional and meaningful leadership for the District; i.e., professional books and journals, attend conferences and workshops, observation of quality programs and graduate study.

_____6.3 Other: _____

_____7.0 Special Assignments

_____7.1 To perform other duties as assigned by the Assistant Superintendent that relate to the administrative and instructional functions of the school and/or District.

_____7.2 Other: _____

Additional Comments: _____

_____

_____

_____ _____

Final Rating Evaluator Date

_____

Employee Date

MUHLENBERG SCHOOL DISTRICT

ADMINISTRATOR PERFORMANCE REVIEW NO. _____

ADMINISTRATOR _____ POSITION TITLE _____

INTERVIEW LOCATION _____ DATE _____

EVALUATOR _____ TIME OF REVIEW _____

I. JOB PERFORMANCE

1.0 Staff and Personnel _____

2.0 Curriculum and Instruction _____

3.0 Business Affairs _____

4.0 Community Relations _____

5.0 Pupil Personnel _____

6.0 Personal Growth _____

7.0 Special Assignments _____

II. OBJECTIVES

OBJECTIVE 1 _____

Code _____

OBJECTIVE 2 _____

Code _____

OBJECTIVE 3 _____

Code _____

OBJECTIVE 4 _____

Code _____

OBJECTIVE 5 _____

Code _____

CODE: A-On target; B-Goal revised; C-Action plan revised; D-Action plan slightly behind

III. SUMMARY _____

_____

_____

_____ _____

Evaluator Date Administrator Date

MUHLENBERG SCHOOL DISTRICT

JOB POSITION GUIDE

Performance Review

Personal - Confidential

School Elementary School Principal Administrator A

Date of Visit November 9, 1981 Time 8:30 a.m. - 12:15 p.m.

School Visitation

The following are some observations of a visit with Administrator A on the morning of November 9:

I. Teacher/Classroom Observations

A. Current Procedures

1. Administrator A has conducted 10 formal classroom observations of 45 minutes duration. Observation reports seem sufficiently thorough with comments and suggestions for improvement.

2. Observations were followed by a conference and a written report which was signed by the teacher. Most conferences were held within a day or two of the observation; a few were held several days later.

3. A final cumulative Observation Report form will be submitted to the Superintendent's Office at the completion of the observation activity along with the DEBE 333.

II. Aides and Parent Activities

A. Volunteer Aides

1. Administrator A has recruited 8 parent volunteer aides to assist in various school activities. Orientation sessions were held before specific assignments were made, especially since a number of volunteer aides were new.

2. Administrator A works closely with aides, supervising them personally.

B. PTO

There is evidence of much communication with parents and the community. Administrator A has managed to organize the PTO with much effort. The future looks bright for this organization.

C. Other Activities

1. The pre-school story time, a popular program introduced by the former principal, is continuing this year through the fine efforts of Administrator A.

2. The community seems active enough in school affairs with such things as the planning of Open House and other meetings with the principal.

3. Projects like the periodic school newsletter keep the community and parents informed of school happenings.

D. Aide for the Handicapped

In preparing for the opening of school, Administrator A worked closely with representatives of Easter Seals to accommodate the physically handicapped students sssigned to her building. In addition, when the teacher aide was employed to assist students, Administrator A arranged for orientation of the aide as well as teachers who handle these students.

Through her alert observation and supervision, Administrator A has developed a schedule to keep the aide productive during her daily working period.

It was noted again that there seems to be a lack of cooperation by parents of the physically handicapped.

III. Curriculum and Instruction

A. New Programs

1. The Scott Foresman Reading Program, piloted last year for needy children in fourth and fifth grades, is continuing this year under Administrator A's close supervision and observation.

2. Also under her supervision, the third grade social studies program is being piloted by Teacher A. Administrator A notes that Teacher A is enjoying this experience. As each unit is completed, she and Administrator A make necessary revisions, which will be shared with other grade level teachers during meetings.

B. Inservice of Staff

Inservice of staff takes place during faculty and grade level meetings. The programs for inservice days were planned and organized this year by the principal. Programs dealt with such topics as LRP/SI process, CAT testing program, and the needs assessment procedures for LRP/SI. There was evidence of good planning for all of these.

IV. Budget

A. Inventories of textbooks and equipment are kept in the principal's office. These have been updated under the principal's supervision.

B. Purchase Orders on materials ordered are thoroughly checked. Administrator A noted some difficulty with the order for Holt reading materials.

V. Observations of the Assistant Superintendent

A. The school appeared to be well organized. Students exhibited fairly good behavior as they arrived for school and as they passed through hallways. A few minor incidents were noted by this observer and passed on to Administrator A.

B. Students appeared to move through cafeteria lines smoothly. Again Administrator A's attention was called to obstacles that seem to hinder orderly movement, like the portable basketball goal in the all purpose room. It was suggested that children line up away from the obstacle.

C. This observer spent about ten minutes in classrooms of five elementary teachers. The atmosphere on the whole seemed productive. Some comments were made to Administrator A for improving organization ir the class of Teacher B.

D. All in all, the visitation to the school was a pleasant one.

E. Administrator A is to be commended for the smooth opening of school and a successful start in her new assignment. Because of her industry, she exhibits potential for becoming a fine administrator.

One suggestion that may be made at this time is for a quick follow-up of classroom observations. Administrator A will find conferences with teachers more productive and meaningful if they are held within a day or two after the classroom observation.

Signed by
Assistant Superintendent

11/9/81
Date

cc: Superintendent
Employee's File

MUHLENBERG SCHOOL DISTRICT

SUMMARY

_____ Final Performance Evaluation _____
Administrator

I. Job Performance Appraisal

Personnel	_____
Instructional	_____
Business	_____
Community	_____
Pupil Personnel	_____
Personal Growth	_____
Special Assignments	_____

II. MBO Appraisal

#1	_____
#2	_____
#3	_____
#4	_____
#5	_____
#6	_____

III. Job Performance Percentage _____

MBO Percentage _____

Total Percentage _____ Rating _____

_____ _____
Evaluator Date

_____ _____
Administrator Date

CAUTIONS IN DEVELOPING A MANAGEMENT SYSTEM

- The board and administration must understand the conceptual model of the system and understand its implications.
- An intensive inservice program must be conducted for the board and administrative staff.
- The program must be reviewed on an annual basis for the mechanics of the program and a minimum of two years for the salary or compensation plan.
- Administrators and board members must understand each others' roles in the system.
- Meetings to discuss the management system must be open, candid, and honest.
- Boards and administrators must be patient,as the process takes time to completely implement and refine. (2 to 4 years)
- Not all administrators or board members will buy into the system.
- Effective management systems require year-round management.